

Lesson Plan Title: BE KIND REWIND
Unit Lesson Title: Apply Here: Socially Conscious Theatre applicable to today's youth
Grade: High School Theatre Classroom (9th to 12th)

Central Question: How can socially conscious theatre help students to become more apathetic to different populations?
(Example: people with disabilities)

Aim: How can I as a responsible member of society become more apathetic and open minded to different populations?

LESSON OBJECTIVES

Students will

- Be able to reflect on the play they have just experienced with their peers
- Be able to write/ create new scenes based on a piece of theatre they have experienced
- Use their body/voice in a variety of ways to express choices of character
And a wide range emotions
- Work in groups, collaborate and show respect for other artists
- Take on the roles of a playwright, actor, editor and director

MATERIALS NEEDED

- **The script** of the play you are working with
- **Paper**
- **Writing utensils**

Students Previous Knowledge

- Student will have either **read or have seen a performance of the play**
- Students will know the following theatre literary terms: line, dialogue, script, playwright, actor, actor's neutral, director, scene, action (3-2-1-action), tableaux

Cultural Connections

This lesson is culturally responsive because it allows students to reflect on a piece of theatre they have just experienced and apply the morals/ lessons/ and essential questions of the piece to their own lives.

WARM-UP:

GUIDED MEMORY WALK:

*Select appropriate music to accompany guide

Examples:

"Mad World" by Gary Jules as covered by Michael Andrews

"Creep" by Radiohead

"Loser" by Beck

"No Rain" by Blind Melon

**Students will be asked to:
(Facilitator Guide)**

Part A

- 1) Mill and seethe through out the space
 - 2) Look at the neighbor you pass them
 - 3) Make sure you look them in the eye
 - "Take Them In"
 - "Who Are They?"
 - "Do you know them very well?" "If so why/ why not?"
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Part B

- 4) Stop at the person closet to you
 - 5) Smile if you want to, if you don't want to you do not have to
 - 6) Keep walking
 - Think about: "Why you smiled/ why you didn't smile"
 - "Was that scary?"
 - "Why?"
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Part C

- 1) STOP where you are
 - 2) "I want you to think about a time you didn't let a peer into your life because you considered them different"
 - 3) "How did it make you feel?"
 - 4) Physically take on "How it made you feel"
 - 5) Keep moving in "that" state
 - 6) Add a Line or Sound
 - 7) STOP where you are
 - 8) "How did it make them feel?"
 - 9) Physically take on "How it made them feel"
 - 10) Keep moving in "that" state
 - 11) Add a line or sound
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Part D

- 1) Back to Actor's Neutral and continue to walk
- 2) Think about a positive thing what you wish you wish you would have said to that person
- 3) Say it out loud!!!!
- 4) STOP turn to your neighbor look them in the eye and tell them what you wish you would have said

- 5) Take a moment... AND keep walking
 - 6) Think about what your peer might have said to you if you had chosen to respond in that way instead of negatively
 - 7) Say what they would have said in a physical reaction, sound or line
 - 8) STOP turn to your neighbor look them in the eye and share your reaction
 - 9) "Take a deep breathe in and release... return to your seats"
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Rationale:

This activity works well in the lesson because it allows students to reflect upon a time in their own life where fear and ignorance played a role in them being judgmental towards a peer they considered different from themselves.

**HOOK
(Facilitator Guide)**

Rewind/ Re-write/ Re-script

- 1) Ask students to return to their seats
- 2) Take out a piece of paper and something to write with
- 3) "Everyone is now going to become a playwright and editor."
- 4) Each student will be asked to re-write a scene from the play the class working with or choose a moment from his or her life to revisit
- 5) Each student will be asked to write a script in A/B format not exceeding six lines
- 6) Students will have to include three "positive/ open" gestures along with stage directions

Rationale:

The rational for this exercise is so that students can revisit a scene in the play or from their own lives that excluded a peer for the wrong reason. It gives students an opportunity to explore positive choices they or the characters could have decided to make verses the negatives ones they did choose.

**MAIN ACTIVITY
(Facilitator Guide)**

Scene Workshop/ Share

- 1) Students will be broken up into groups of two
- 2) They will each share their scenes with each other
- 3) They will then decide which scene to work on to present
- 4) They will then re-read scene and make edits through collaboration
- 5) Students will be allowed add two additional lines or stage directions if desired
- 6) Students will then rehearse the scene
- 7) Students will then create a frozen tableaux
(one picture that sums up the scene in one image)
- 8) The class will share all of their tableaux
- 9) The facilitator will help in the share and go around to each tableaux and allow each character to say one line or sound about what "he/ or she is thinking in the moment"

10) The class will then vote on what scene/ or scenes they would like to see based on the remaining time

Rationale: This exercise allows students to share how they perceived a scene in a play or a personal experience. It allows them to collaborate with a fellow artist to take a piece/ work to the next level and create a performance piece. It also allows students as theatre artists to pin point a climax of a scene and sculpt it into one moment or sound. It also allows students to work on becoming excellent audience members and supporters of other people's work.

REFLECTION

GUIDED CONVERSATION

Students will be asked to participate in a guided conversation about what they experienced seeing and or reading the play and working through these exercises. The questions should be open ended; "What did you Notice?" "What did you like?" "How did it make you feel?" And "Why?"

Rationale: This allows students to express what they personally experienced along with hearing what their peers took away from the work. Many times in this is where most of the learning comes into play when peers can share their thoughts and ideas in an open forum. It is a lesson on perspective all in itself.

Role of Facilitator: In this portion of the lesson the facilitator should really act as a guide and mediator to make sure everyone has a fair say and no one monopolizes the floor. Everyone who wants a chance to speak should have an opportunity. The facilitator should also feel free to throw in provocative questions or more the conversation along to the next hot button issue in the work

Theatre Literacy

Line, Dialogue, Script, Playwright, Actor, Actor's Neutral, Director, Scene, Action (3-2-1-action), Tableaux
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Assessment/Indicators:

Students are assessed by their participation. It will be clear who paid attention to the performance or who read the play. Students can also be assessed if they know the correct form to write a script since that should be a previous lesson. Students will be graded also on how well they follow the directions of the activities and the level of respect they show for their fellow artists through the collaborative process.

How could you document the learning?

- The script writing and taking pictures of the tableaux share if desired